DOCUMENT RESUME

ED 418 242 CE 076 139

TITLE	Iowa Vocational Education Performance Report. Fiscal Year 1997.
INSTITUTION	Iowa State Dept. of Education, Des Moines. Bureau of Technical and Vocational Education.
PUB DATE	1997-00-00
NOTE	67p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Correctional Education; Education Work Relationship; Educational Finance; *Educational Legislation; *Federal Legislation; Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Sex Fairness; Special Needs Students; *State Programs; Tech Prep; *Vocational Education
IDENTIFIERS	*Carl D Perkins Voc and Appl Techn Educ Act 1990; Equal Educational Opportunities Act 1974; *Iowa

ABSTRACT

This report provides a summary of the activities of vocational education programs in Iowa in Fiscal Year 1997, especially in regard to the use of federal funds. The following 11 sections cover the main components of the state's vocational education program: (1) use of Perkins' funds; (2) vocational education goals and performance standards; (3) achievement in Iowa vocational education goals with Title II funds; (4) state leadership activities; (5) programs for single parents, displaced homemakers, and single pregnant women; (6) sex equity; (7) statewide projects funded with equity reserves; (8) programs for criminal offenders in corrections institutions; (9) family and consumer sciences programs; (10) tech prep programs; and (11) vocational education linkages with school-to-work. The report includes six enrollment charts and seven tables. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 418 242

Iowa Vocational Education Performance Report

Fiscal Year 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M J Brutt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Iowa Department of Education
Bureau of Technical and Voc. Ed.
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-4702

CE 078 139

BEST COPY AVAILABLE

State of Iowa

Department of Education

Grimes State Office Building

Des Moines, Iowa

State Board of Education

Corine A. Hadley, President, Newton
C. W. Callison, Vice President, Burlington
Gregory A. Forristall, Macedonia
Sally J. Frudden, Charles City
Gregory D. McClain, Cedar Falls
Mary Jean Montgomery, Spencer
Gene E. Vincent, Carroll
Kay Wagner, Bettendorf
John C. White, Iowa City

Administration

Ted Stilwill, Director and Executive Officer
of the State Board of Education
Dwight R. Carlson, Assistant to the Director
Gail Sullivan, Chief of Policy and Planning

Division of Community Colleges and Workforce Preparation

Janice Nahra Friedel, Ph.D., Administrator

Bureau of Technical and Vocational Education

Jerda Garey, Ed.D., Bureau Chief

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age or marital status in its programs or employment practices. If you have questions or grievances related to this policy please contact Deb Van Gorp, Chief, Bureau of Administration, Instruction and School Improvement, Grimes State Office Building, Des Moines, Iowa 50319, (515) 281-5811.

TABLE OF CONTENTS

List of Tables iii

FY 97 Perkins' Funds

- Distribution of Federal FY 96 Funds (1996-1997) 1
- Distribution of Carryover Funds 1
- Recipients of Title II Part C Funds 2
- Expenditures of 1996-1997 Title II, Part C Funds 2

Vocational Education Goals and Performance Standards

- Iowa's Vocational Education Goals 4
- Performance Standards and Core Measures for Iowa 5
- Relationships Between Vocational Education Goals and Performance Standards 6

Achievement of Iowa Vocational Education Goals with Title II Funds

- Goal 1 7
- Goal 2 13
- Goal 3 17
- Goal 4 20
- Goal 5 22
- Goal 6 23

State Leadership Activities

- Programs Approved by State Board During Funding Period 26
- Professional Development Projects 26
- Curricular Activities 27
- Planning and Management Projects 28
- Vocational Student Organizations 28

Single Parents, Displaced Homemakers, and Single Pregnant Women

- Adult Single Parent/Displaced Homemaker Programs 31
- Adolescence Parenting Programs 34

Sex Equity

- Large Comprehensive Sex Equity Grants 36
- Sex Equity Mini-Grants 37
- Cultural Specific Career Education Mini-Grants 38

Statewide Projects Funded with Equity Reserves
- University of Iowa Technical Assistance Project 39
- Gender Equity Resource Center 40

Criminal Offenders in Corrections Institutions
- Major Accomplishments in the Programs 41
- Description of Programs 41

Family and Consumer Sciences
- Project Description 42
- Scheduled FY 98 Events 42

Tech Prep
- Developed Partnerships at Regional and Local Levels 43
- Planned and Implemented a Sequence of Appropriately Articulated Learning Experiences 44
- Planned Integrated, Applied, Contextual Curriculum and Instruction Based on Content/Skill Standards 44
- Promoted Career Guidance and Career Planning 44
- Assisted Local Partners in Identifying and Using Continuous Quality Improvement Tools 45
- Assisted Local Partners in Achieving System Change Through Action Planning 45
- Promoted Management, Data Collection, Recording and Reporting 45
- Assisted Local Partnerships to Move Toward Implementation of School Improvement 45
- Exemplary Tech Prep Effort 45

Vocational Education Linkages with School-to-Work
- State Administration 46
- Regional Partnerships 46
- Task Force Activities 46
- Technical Assistance 47

Enrollment Charts

LIST OF TABLES

Table	Table Title	
1	1996-1997 Distribution of the Federal Basic Grant Funds in Iowa	1
2	Number of Recipients of Federal Funds by Activity	2
3	Secondary Expenditures for Program Improvement	2
4	Postsecondary Expenditures for Program Improvement	3
5	Male/Female Enrollment in Secondary Vocational Education Programs for FY 97	12
6	Male/Female Enrollment in Postsecondary Vocational Education Programs for FY 97	13
7	Number of Chapters and Number of Members in Vocational Student Organizations in Fiscal Year 1997	28

FY 97 PERKINS' FUNDS

DISTRIBUTION OF FEDERAL FY 97 FUNDS (1996-1997)

Federal FY 97 basic grant funds (1996-1997 school year) were distributed according to the requirements in the Perkins Act (Table 1). Distribution of secondary and postsecondary local program improvement funds was influenced by State of Iowa distribution requirements.

TABLE 1
1996-1997 DISTRIBUTION OF THE FEDERAL BASIC GRANT FUNDS IN IOWA

Use of Funds	Funds	Percent of Funds
Secondary Local Program Improvement	$5,585,468	50.0%
Postsecondary Local Program Improvement	$2,877,363	25.8%
Leadership	$866,692	7.7%
Single Parents & Displaced Homemakers	$782,116	7.0%
Administration	$558,654	5.0%
Sex Equity	$391,058	3.5%
Corrections	$111,731	1.0%
Total	**$11,173,082**	**100.0%**

A total of $1,183,994 of Tech Prep funds was distributed according to the guidelines in Title III, Part E. The sum of the Title III and basic grants was $12,357,076.

DISTRIBUTION OF CARRYOVER FUNDS

Carryover funds from Title II, Part C, were allocated according to the formula for the allocation of new funds for local program improvements in secondary schools. A total of $731,837 was distributed for program improvements in secondary schools. Postsecondary institutions did not have any Title II, Part C, carryover funds.

The carryover funds from Family and Consumer Sciences, Title III, Part B, were allocated for a special project described in the Family and Consumer Sciences Section of this report. A total of $5,000 was distributed in this manner.

RECIPIENTS OF TITLE II, PART C FUNDS

Twenty-eight (28) independent school districts, 46 consortia, and 13 community colleges (Table 2) received Title II funds. Two of the 13 community colleges were consortia because of the $50,000 limitation. All 46 consortia consisted of secondary districts. Community colleges exhibited a tendency to spend more Perkins' funds on guidance and counseling and supplementary service activities than on other allowable expenditure areas. The purchase of equipment was a frequent expenditure activity area for secondary districts.

TABLE 2
NUMBER OF RECIPIENTS OF FEDERAL FUNDS BY ACTIVITY

Activity	School Districts	Consortia	Comm. Colleges
Administration	18	42	10
Upgrading of Curriculum	21	40	7
Purchase of Equipment	28	43	7
Instructor Training	18	37	5
Guidance & Counseling	15	36	11
Remedial Courses	1	1	7
Tech Prep Programs	7	16	3
Supplementary Services	6	17	11
Special Populations Coordinator	6	16	11
Apprenticeship	0	4	1
Total Unduplicated Recipients	**28**	**46**	**13**

EXPENDITURES OF 1996-1997 TITLE II, PART C FUNDS

TABLE 3
SECONDARY EXPENDITURES FOR PROGRAM IMPROVEMENT

Activity	Funds	Percent of Funds
Administration	$214,926	3.5%
Upgrading of Curriculum	$1,040,245	16.8%
Purchase of Equipment	$3,344,398	54.1%
Instructor Training	$495,232	8.0%
Guidance & Counseling	$266,999	4.3%
Remedial Courses	$5,500	0.1%
Tech Prep Programs	$152,231	2.5%
Supplementary Services	$207,182	3.3%
Special Populations Coordinator	$441,994	7.1%
Apprenticeship	$16,280	0.3%
Total	**$6,184,987**	**100.0%**

Expenditures for secondary programs (Table 3) were maintained by categories of allowable activities listed in Section 235(c)(2) of the Perkins Act. A majority of the funds was used to finance activities to upgrade curriculum and purchase equipment. Expenditures for postsecondary programs (Table 4) indicate a majority of the funds was used for guidance and counseling and support services.

TABLE 4
POSTSECONDARY EXPENDITURES FOR PROGRAM IMPROVEMENT

Activity	Funds	Percent of Funds
Administration	$102,649	3.2%
Upgrading of Curriculum	$165,052	5.2%
Purchase of Equipment	$209,393	6.5%
Instructor Training	$24,670	0.8%
Guidance & Counseling	$689,344	21.6%
Remedial Courses	$385,310	12.0%
Tech Prep Programs	$125,917	3.9%
Supplementary Services	$1,116,954	34.9%
Special Populations Coordinator	$363,030	11.4%
Apprenticeship	$16,973	0.5%
Total	**$3,199,292**	**100.0%**

VOCATIONAL EDUCATION GOALS AND PERFORMANCE STANDARDS

Iowa's Vocational Education Goals were the result of conducting a state assessment prior to receiving assistance under the Perkins Act. The performance standards were a response to required core standards and measures of performance for secondary and postsecondary vocational education programs.

IOWA'S VOCATIONAL EDUCATION GOALS

Six goals based upon the identification of the areas of greatest perceived need for both secondary and postsecondary institutions were established for improving the quality of vocational education. All recipients of federal assistance with Perkins' funds were required to address all six goals.

Goal 1: To provide support services to ensure full and equitable participation for members of special populations so that they have equal opportunity to prepare for their chosen occupational area.

Goal 2: To integrate academic and vocational knowledge and skill development in sequenced courses so students possess academic and occupational competencies necessary for competent performance in a workplace.

Goal 3: To increase the responsiveness of local programs to the labor market and employers.

Goal 4: To provide quality experience and instruction in all aspects of an industry so that program completers possess an understanding of all aspects of the industry that they are prepared to enter.

Goal 5: To develop and improve linkages between secondary and postsecondary institutions.

Goal 6: To increase the capacity of vocational education programs to place students in jobs or continuing education so that program completers are successfully placed into jobs or continuing education.

PERFORMANCE STANDARDS AND CORE MEASURES FOR IOWA

Nine performance standards and measures were developed for the evaluation of Perkins' financed programs. Each standard allows a district or institution to select a definitive improvement process or a continuous improvement process. A definitive process arbitrarily defines an acceptable level of performance or frequency. An acceptable level of performance or frequency using the continuous improvement process involves prior knowledge of past performances or frequencies. The standards stated below are the definitive process versions.

Access: Members of special populations and students from diverse racial/ethnic groups are enrolled in vocational programs within a 10 percent variance of their total enrollment in the district or institution eligible population and a minimum of 20 percent of each gender is enrolled in each vocational program.

Retention: Eighty (80) percent of the students who enroll in a second unit of a vocational program (secondary) or enroll with the intent of completing the program (postsecondary) will complete it.

Student Satisfaction – Before Graduation: Eighty (80) percent of vocational program students will rate their preparation as satisfactory or better on job skill development/improvement, goal achievement, positive work attitude development, occupational and academic competency development, and educational foundation for further learning.

Gains in Basic and Advanced Academic Skills: Each school district or community college will establish a local standard for gains in basic and advanced academic skills and will demonstrate that a minimum of 80 percent of vocational program completers have achieved that standard.

Gain in Specific Occupational Competencies: Each school district or community college will establish a local standard for gains in occupational competencies and will demonstrate that a minimum of 80 percent of vocational program completers have achieved that standard.

Occupational Competency Attainment: Vocational program completers will attain 100 percent of those occupational competencies determined to be critical for employment.

Employer Satisfaction: Ninety (90) percent of employers responding will rate vocational program completers as satisfactory or better on producing quality work, observing job-related rules and regulations, working effectively with others, demonstrating skills necessary to do the job, demonstrating knowledge of the industry, demonstrating potential for advancement, and displaying initiative on the job.

Placement: Excluding those not seeking employment and those unable to be located, 90 percent of vocational program completers will be placed within one year in related employment, non-related employment, military, or continuing education.

BEST COPY AVAILABLE

Student Satisfaction – After Graduation: Ninety (90) percent of responding vocational program completers employed (Full- or Part-time) in a related field will rate their preparation as satisfactory or better on preparation for chosen occupational area, improvement of on-the-job performance, provision of opportunity for advancement, and educational foundation for further learning.

RELATIONSHIPS BETWEEN VOCATIONAL EDUCATION GOALS AND PERFORMANCE STANDARDS

Recipients of Perkins' funds were not required to use all nine performance standards. The required and alternative standards are listed below by goal.

GOAL 1	♦ Access Standard Required ♦ May Select Either Retention Standard or Student Satisfaction –Before Graduation Standard
GOAL 2	♦ Gains in Basic and Advanced Academic Skills Standard Required ♦ Gains in Specific Occupational Competencies Standard Required ♦ Occupational Competency Attainment Standard Required
GOAL 4	♦ Employer Satisfaction Standard Required
GOAL 6	♦ May Select Either Placement Standard or Student Satisfaction – After Graduation Standard

ACHIEVEMENT OF IOWA VOCATIONAL EDUCATION GOALS WITH TITLE II FUNDS

Achievement of Iowa's State goals for vocational education is reported according to each goal and indicators for the goal. Some indicators are based on performance standards and core measures developed for Iowa's response to Section 403.202 of the rules and regulations for the 1990 Carl D. Perkins Act. Major categories of services and activities are listed. Selected exemplary activities are included to facilitate an understanding of procedures to achieve success. Exemplary activities are selected by being innovative, unique, and successful activities.

GOAL 1: To provide support services to ensure full and equitable participation for members of special populations so that they have equal opportunity to prepare for their chosen occupational area.

Indicator 1A: Percentage of special populations students enrolled in a program who were provided with supplementary services.

SECONDARY RESULTS FOR INDICATOR 1A

Fifty-four (54) percent of the programs provided supplementary services to more than 75 percent of the enrollees. Thirty-one (31) percent of the programs provided supplementary services to less than 26 percent of the enrollees.

Major Secondary Services Provided Individuals With Disabilities

- Instructional Support Personnel (e.g., tutor, success manager)
- Modification of Job Placement Procedures (e.g., exploratory placement program)
- Modification of Methods of Instruction (e.g., additional drill and practice using Skills Bank software)
- Modification of Instructional Schedule (e.g., night labs, time for one-on-one instruction)

Exemplary Secondary Services Provided Individuals With Disabilities

- STRIVE program allows vocational instruction to be continued beyond a student's 12th year. Diplomas are held until completion of the STRIVE program.
- Students are assessed in reading and math skills using Comprehensive Adult Student Assessment System (CASAS).
- Career Ladders program is used to integrate special needs students into the work world.
- Super Senior Program in which students with moderate and severe/profound disabilities learn meaningful employment and independent living skills.

Major Secondary Services Provided Limited English Proficient (LEP) Students

- Instructional Support Personnel (e.g., ESL teacher assistance, peer tutoring)
- Modification of Methods of Instruction (e.g., resources to help ESL student communicate)

Exemplary Secondary Service Provided Limited English Proficient (LEP) Students

- ESL instructor paraphrases the text and tests to eliminate English language interference.

Major Secondary Services Provided Disadvantaged Students

- Instructional Support Personnel (e.g., read and interpret tests, tutors)
- Modification of Methods of Instruction (e.g., allowed additional rough drafts of plotted drawings)

Exemplary Secondary Services Provided Disadvantaged Students

- Computer system allows verbal input.
- Prescription for instruction is determined by administering an Electronic Learning Styles Inventory.
- Early Bird (before school hours) seminars are established for on-the-job work experiences.
- Saturday school is operated with tutoring services to provide additional time and assistance to finish assignments.
- Oasis programs are used to schedule at-risk students into vocational programs according to interest and ability.
- Supervised career preparation program that facilitates job attainment and high school completion by operating during the summer for academic make-up and workplace-based experiences.

Major Secondary Services Provided Single Parents, Displaced Homemakers, and Single Pregnant Women

- Modification of Instructional Schedule (e.g., shortened schedule allowing early graduation)
- Attendance Support Activities (e.g., day care center)

Exemplary Secondary Services Provided Single Parents, Displaced Homemakers, and Single Pregnant Women

- Mariposa program is used to make individuals aware of rights in job interviews and employability rights.
- Success Maker program provides individuals with work-related skills and knowledge on how to secure and keep a job.
- School's student assistance team called a Care Team identifies student needs and addresses physical, emotional, and academic needs.

POSTSECONDARY RESULTS FOR INDICATOR 1A

Forty-nine (49) percent of the programs provided supplementary services to more than 75 percent of the enrollees. One percent of the programs provided supplementary services to less than 26 percent of the enrollees.

Major Postsecondary Services Provided Individuals With Disabilities

- Instructional Support Personnel (e.g., tutorial assistance)
- Instructional Aids and Devices (e.g., software for visually impaired, Braille printer)
- Modification of Recruitment Procedures (e.g., identified special populations students assisted in enrolling in vocational program of their choice)
- Modification of Methods of Instruction (e.g., alternative testing, books on tapes)

Exemplary Postsecondary Services Provided Individuals With Disabilities

- Secondary Transition Education Program (STEP) transitions students receiving special education services to a community college to continue the development of occupational goals specified in IEPs.
- ADA case management system in which each student is assigned to a case manager for identification of needs and the development of a written accommodation plan.
- Vocational Individualized Training and Learning (VITAL) integrates students into vocational training and provides support services for successful experiences.
- Academic Foundations/Student Success Center (AF/SSC) provides services such as computer network and Reading Edge w/Bookwise software.

Major Postsecondary Service Provided Limited English Proficient (LEP) Students

- Instructional Support Personnel (e.g., interpreters, tutors)

Exemplary Postsecondary Services Provided Limited English Proficient (LEP) Students

- English as a Second Language (ESL) students are referred to a Success Center for testing, enrollment in ESL program, and assignment of Individual Learning Plan (ILP) to fit level of language competency and commitment to learning English.
- ESL major was created for students who require full-time study in language skills in order to prepare to enter a vocational program.

Major Postsecondary Service Provided Disadvantaged Students

- Instructional Support Personnel (e.g., peer tutoring)

Exemplary Postsecondary Services Provided Disadvantaged Students

- Project Bridge provides school-to-work transition services such as job coaching, interviewing skills, job shadowing and assistance in completing job applications.
- College Survival Mini-Courses are available on topics such as math anxiety, study skills, English and math reviews, learning styles and ESL orientation.

Major Postsecondary Services Provided Single Parents, Displaced Homemakers, and Single Pregnant Women

- Attendance Support Activities (e.g., child care)
- Financial Support Activities (e.g., fees)
- Counseling Sessions (e.g., parenting activities and discipline)

Exemplary Postsecondary Services Provided Single Parents, Displaced Homemakers, and Single Pregnant Women

- Center for Women is a collaborative program with JTPA and YWCA offering programs such as Charting Your Future, Women Works, Success and Self-Image, and Balancing Work and Family.
- Iowa New Choices Program offers support and assistance in overcoming barriers and in directing efforts toward self-sufficiency through written self-sufficiency plans.

Indicator 1B: Percentage of programs with acceptable percentages of members of special populations, students from diverse racial/ethnic groups and the under represented gender enrolled in each vocational program (Access Standard).

SECONDARY RESULTS FOR INDICATOR 1B

A total of 405 programs used indicator 1B. Seventy-two (72) of the programs attained the access standard. Twenty-seven (27) percent of the programs did not attain the access standard but made substantial progress toward attaining the access standard.

POSTSECONDARY RESULTS FOR INDICATOR 1B

A total of 80 programs used indicator 1B. Eighty (80) percent of the programs attained the access standard. Eleven (11) percent of the programs did not attain the access standard but made substantial progress toward attaining the access standard.

Indicator 1C: Percentage of programs with an acceptable percentage of students who enroll in a second unit of a secondary vocational program will complete the program (Secondary) or who enroll in a postsecondary vocational program with the intent of completing the program will complete it (Postsecondary) (Retention Standard).

SECONDARY RESULTS FOR INDICATOR 1C

A total of 319 programs used indicator 1C. Fifty-seven (57) percent of the programs attained the retention standard. Forty-two (42) percent of the programs did not attain the retention standard but made substantial progress toward attaining the retention standard.

POSTSECONDARY RESULTS FOR INDICATOR 1C

A total of 68 programs used indicator 1C. Sixty (60) percent of the programs attained the retention standard. Thirty-eight (38) percent of the programs did not attain the retention standard but made substantial progress toward attaining the retention standard.

Indicator 1D: Percentage of programs with an acceptable percentage of students who rate their preparation as satisfactory or better on job skill development, goal achievement, positive work attitude development, occupational and academic competency development, and educational foundation for further learning (Student Satisfaction – Before Graduation Standard).

SECONDARY RESULTS FOR INDICATOR 1D

A total of 352 programs used indicator 1D. Seventy-three (73) percent of the programs attained the student satisfaction – before graduation standard. Twenty-six (26) percent of the programs did not attain the student satisfaction – before graduation standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 1D

A total of 77 programs used indicator 1D. Ninety-seven (97) percent of the programs attained the student satisfaction – before graduation standard. Three (3) percent of the programs did not attain the student satisfaction – before graduation standard but made substantial progress toward attaining the standard.

Indicator 1E: Percentage of units/courses in the program in which instruction was evaluated for sex bias and stereotyping during the past two years.

SECONDARY RESULTS FOR INDICATOR 1E

Eighty (80) percent of the programs evaluated more than 75 percent of the units for sex bias and stereotyping. Twelve (12) percent of the programs evaluated less than 26 percent of the units for sex bias and stereotyping.

Major Techniques Used to Eliminate Sex Bias and Stereotyping in Secondary Programs

- Curriculum Analysis and Revision
- Course Descriptions Reflecting Both Genders
- Recruitment of Nontraditional Students
- Expose Students to Nontraditional Occupations
- Administer Gender Equity Survey

Exemplary Techniques Used to Eliminate Sex Bias and Stereotyping in Secondary Programs

- Nontraditional Day is a day in which students in nontraditional vocational classes invite students of the opposite sex to class to participate in hands-on activities and become aware of information on nontraditional occupations.
- A program for all freshmen called PACE which stresses career awareness, nontraditional careers, and requires each student to research five careers.
- Staff is provided inservice on Teacher Expectation, Student Achievement (TESA) and Gender Expectation, Student Achievement (GESA).

POSTSECONDARY RESULTS FOR INDICATOR 1E

Fifty (55) percent of the programs evaluated more than 75 percent of the courses for sex bias and stereotyping. Thirty-four (34) percent of the programs evaluated less than 26 percent of the courses for sex bias and stereotyping.

Major Techniques Used to Eliminate Sex Bias and Stereotyping in Postsecondary Programs

- Recruitment of Nontraditional Students
- Dissemination of Nontraditional Occupation Information
- Model Nonsexist Classroom Environment

Exemplary Techniques Used to Eliminate Sex Bias and Stereotyping in Postsecondary Programs

- Staff development programs such as "Gender Bias in the Classroom" and "Today's Dreams, Tomorrow's Careers" are used to make staff members aware of sex bias in vocational programs.
- Staff members participate in "Counselor Academy" and "Summer Academy" which have presentations and activities focused on equity.

Indicator 1f: Percentage of students of the under-represented gender enrolled in an occupational program area (Gender Access Standard).

SECONDARY RESULTS FOR INDICATOR 1F

TABLE 5
MALE/FEMALE ENROLLMENT IN SECONDARY VOCATIONAL EDUCATION PROGRAMS FOR FY 97

Occupational Program Area	Secondary			Percentages	
	Male	Female	Total	Male	Female
Agriculture	11,304	3,535	14,839	76%	24%
Marketing	2,061	2,173	4,234	49%	51%
Technical	0	0	0		
Family and Consumer Sciences (Non-Occup.)	10,968	20,032	31,000	35%	65%
Family and Consumer Sciences (Occup.)	67	710	777	9%	91%
Trade and Industry	25,492	27,216	52,708	48%	52%
Health	322	1,076	1,398	23%	67%
Business	11,562	13,691	25,253	46%	54%
Multi-Occupations (MOC)	601	549	1,150	52%	48%

The range of percentages for the under-represented gender in the occupational program areas is 9 percent to 49 percent (Table 5). The nine percent enrollment for males in Family and Consumer Sciences (Occup.) is the only percentage below 20 percent for the under-represented gender.

POSTSECONDARY RESULTS FOR INDICATOR 1F

TABLE 6
MALE/FEMALE ENROLLMENT IN POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS FOR FY 97

Occupational Program Area	Postsecondary			Percentages	
	Male	Female	Total	Male	Female
Agriculture	1,311	481	1,792	73%	27%
Marketing	385	536	921	42%	58%
Technical	0	0	0		
Family and Consumer Sciences (Non-Occup.)	0	0	0		
Family and Consumer Sciences (Occup.)	289	1,375	1,664	17%	83%
Trade and Industry	6,887	1,069	7,956	87%	13%
Health	1,616	9,393	11,009	15%	85%
Business	2,012	5,766	7,778	26%	74%
Multi-Occupations (MOC)	258	166	424	61%	39%

The range of percentages for the under-represented gender in the occupational program areas is 13 percent to 42 percent (Table 6). The enrollment for females in the Trade and Industry area is below 20 percent for the under-represented gender. The enrollments for males in the Family and Consumer Sciences (Occupational) and Health areas are below 20 percent for the under-represented gender.

GOAL 2: To integrate academic and vocational knowledge and skill development in sequenced courses so that students possess academic and occupational competencies necessary for competent performance in a workplace.

Indicator 2A: Number of joint curriculum planning sessions held between the vocational education and academic staff.

SECONDARY RESULTS FOR INDICATOR 2A

Eighty-one (81) percent of the programs had vocational staff members meet with academic staff members from one to ten times for joint curriculum planning. Five (5) percent of the programs had more than ten joint planning sessions between the vocational and academic staff members. Fourteen (14) percent of the programs had no joint planning sessions.

Major Accomplishments in Secondary Programs

- More Academic Content Provided in Technical Instruction
- Coordinated Planning of Academic and Technical Instruction
- Team Teaching of Academic and Technical Instruction

Exemplary Activities in Secondary Programs

- English and marketing staff coordinated an assignment on researching a topic related to a career interest.
- Academic and vocational integrated teams attended a summer curriculum writing workshop.
- CAD system was used in math as a way to understand coordinate systems.

POSTSECONDARY RESULTS FOR INDICATOR 2A

Eighty-four (84) percent of the programs had vocational staff members meet with academic staff members from one to ten times for joint curriculum planning. Six (6) percent of the programs had more than ten joint planning sessions between the vocational and academic staff members. Ten (10) percent of the programs had no joint planning sessions.

Major Accomplishment in Postsecondary Program

- Coordinated Planning of Academic and Technical Instruction

Exemplary Activities in Postsecondary Programs

- A vocational curriculum is designed in cooperation with the academic and vocational instructors and annually reviewed.
- Developmental and technical faculties jointly determine the essential math, reading, and writing skills necessary for success in each technical program.

Indicator 2B: Number of inservice meetings pertaining to the integration of academics into vocational education attended by the program instructor(s).

SECONDARY RESULTS FOR INDICATOR 2B

Eighty-seven (87) percent of the programs had vocational staff members attend from one to ten inservice meetings on the integration of academics into vocational education. One (1) percent of the programs had staff members attend more than ten inservice meetings on integration. Twelve (12) percent of the programs had staff members who did not attend any inservice meetings on the integration of academics into vocational education.

POSTSECONDARY RESULTS FOR INDICATOR 2B

Eighty-eight (88) percent of the programs had vocational staff members attend from one to ten inservice meetings on the integration of academics into vocational education. Seven (7) percent of the programs had staff members attend more than ten inservice meetings on integration. Five (5) percent of the programs had staff members who did not attend any inservice meetings on the integration of academics into vocational education.

Indicator 2c: Percentage of units/courses in a program in which academic and vocational education is integrated.

SECONDARY RESULTS FOR INDICATOR 2C

Fifty-six (56) percent of the programs had academic and vocational education integrated in more than 75 percent of the units in a program. Eighteen (18) percent of the programs had academic and vocational education integration in less than 26 percent of the units in a program. Five (5) percent of the programs had no integration.

Exemplary Secondary Academic and Vocational Education Integration Activities

- Graphic arts course was taught by a business education instructor and art instructor.
- English and business instructors coordinated efforts in a Job Getting and Keeping Skills Unit that consisted of completing a job application and interviewing.
- Family and consumer sciences instructor and English teacher developed and taught a "Survival Skills" course which included job applications and resumes.
- Language arts and family and consumer sciences teachers team-taught a career unit on career exploration, job shadowing, and job placement.
- Math class analyzed AutoCad design problems in class and then worked the problems in AutoCad lab.

POSTSECONDARY RESULTS FOR INDICATOR 2C

Sixty-nine (69) percent of the programs had academic and vocational education integrated in more than 75 percent of the courses in a program. Ten (10) percent of the programs had academic and vocational education integration in less than 10 percent of the courses in a program. Only one percent of the programs had no integration.

Exemplary Postsecondary Academic and Vocational Education Integration Activities

- English instructor and automotive instructor team-taught automotive course by automotive instructor assigning content and English instructor grading papers.
- Office Technology Department and Arts and Sciences Staff developed and taught a "Changes and Choices" course which included experiences in living in the workplace, the home, and the broader community.
- Arts and Sciences and Vocational faculty developed and taught a course that included study skills, review of basic skills, time and stress management, career assessment, and introduction to college programs, services, and procedures.
- Social rather than the technical aspect of the automobile was taught in a course called "Technology and Social Change."

Indicator 2D: Percentage of programs with acceptable percentage of students achieving predetermined desired gains in basic and advanced academic skills (Gains in Basic and Advanced Academic Skills Standard)

SECONDARY RESULTS FOR INDICATOR 2D

A total of 388 programs used indicator 2D. Sixty (60) percent of the programs attained the gains in basic and advanced academic skills standard. Thirty-nine (39) percent of the programs did not attain the gains in basic and advanced academic skills standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 2D

A total of 80 programs used indicator 2D. Seventy-eight (78) percent of the programs attained the gains in basic and advanced academic skills standard. Twenty (22) percent of the programs did not attain the gains in basic and advanced academic skills standard but made substantial progress toward attaining the standard.

Indicator 2E: Percentage of programs with acceptable percentage of students achieving predetermined desired gains in specific occupational competencies (Gains in Specific Occupational Competencies Standard)

SECONDARY RESULTS FOR INDICATOR 2E

A total of 388 programs used indicator 2E. Sixty-eight (68) percent of the programs attained the gains in specific occupational competencies standard. Thirty-two (32) percent of the programs did not attain the gains in specific occupational competencies standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 2E

A total of 80 programs used indicator 2E. Seventy-four (74) percent of the programs attained the gains in specific occupational competencies standard. Twenty-six (26) percent of the programs did not attain the gains in specific occupational competencies standard but made substantial progress toward attaining the standard.

Indicator 2F: Percentage of programs with program completers attaining 100 percent of the occupational competencies determined to be critical for employment (Occupational Competency Attainment Standard)

SECONDARY RESULTS FOR INDICATOR 2F

A total of 388 programs used indicator 2F. Sixty-four (64) percent of the programs attained the occupational competency attainment standard. Thirty-six (36) percent of the programs did not attain the occupational competency attainment standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 2F

A total of 79 programs used indicator 2F. Eighty (80) percent of the programs attained the occupational competency attainment standard. Twenty (20) percent of the programs did not attain the occupational competency attainment standard but made substantial progress toward attaining the standard.

GOAL 3: To increase the responsiveness of local programs to the labor market and employers.

Indicator 3A: Number of times in the past three years a program was compared with the labor demand for occupations (Iowa State Occupational Information Coordinating Committee's [ISOICC] Occupational Information Network [OIN]).

SECONDARY RESULTS FOR INDICATOR 3A

Eighty-seven (87) percent of the programs were compared from one to ten times in a three-year period with the labor demand for occupations. Two (2) percent of the programs were compared more than ten times with the labor demand for occupations. Eleven (11) percent of the programs were not compared with the labor demand.

POSTSECONDARY RESULTS FOR INDICATOR 3A

Ninety-eight (98) percent of the programs were compared from one to ten times in a three-year period with the labor demand for occupations. Two (2) percent of the programs were not compared with the labor demand.

Indicator 3B: Number of times in the past three years that placement and follow-up studies on program completers were conducted.

SECONDARY RESULTS FOR INDICATOR 3B

Seventy-two (72) percent of the programs had from one to ten placement and follow-up studies in the past three years. One percent of the programs had more than ten placement and follow-up studies. Studies were not conducted for 27 percent of the programs.

POSTSECONDARY RESULTS FOR INDICATOR 3B

Ninety-five (95) percent of the programs had from one to ten placement and follow-up studies in the past three years. Four (4) percent of the programs had more than ten placement and follow-up studies. Studies were not conducted for one percent of the programs.

BEST COPY AVAILABLE

Indicator 3C: Number of times during the year that contacts with advisory councils or with business, industry, and labor representatives were made.

SECONDARY RESULTS FOR INDICATOR 3C

Eighty (80) percent of the programs had from one to ten contacts with advisory councils or with business, industry, and labor representatives during the year. Nineteen (19) percent of the programs had more than ten contacts with councils or representatives. No contacts with councils or representatives were made in one percent of the programs.

POSTSECONDARY RESULTS FOR INDICATOR 3C

Sixty-eight (68) percent of the programs had from one to ten contacts with advisory councils or with business, industry, and labor representatives during the year. Thirty-one (31) percent of the programs had more than ten contacts with councils or representatives. No contacts with councils or representatives were made in one percent of the programs.

Indicator 3D: Percentage of the units/courses in a program which were updated/redesigned to incorporate basic and higher order current and future workplace competencies.

SECONDARY RESULTS FOR INDICATOR 3D

Forty-three (43) percent of the programs had more than 75 percent of the units in a program redesigned to incorporate current and future workplace competencies. Twenty-five (25) percent of the programs had less than 26 percent of the units redesigned to include current and future workplace competencies. Seven (7) percent of the programs did not include redesigned units.

POSTSECONDARY RESULTS FOR INDICATOR 3D

Thirty-nine (39) percent of the programs had more than 75 percent of the courses in a program redesigned to incorporate current and future workplace competencies. Thirty-five (35) percent of the programs had less than 26 percent of the courses redesigned to include current and future workplace competencies. Five (5) percent of the programs did not include redesigned courses.

Indicator 3E: Impact of career guidance and counseling activities on the responsiveness of local programs.

SECONDARY RESULTS FOR INDICATOR 3E

Major Areas of Impact by Guidance and Counseling Activities on Secondary Programs

- Competency and Curriculum Development
- Methods of Delivering Career Information
- Program Evaluation

Exemplary Career Guidance and Counseling Activities

- Assessed Juniors with ASVAB and WorkKeys and then used CHOICES in the career selection process to match interests and skills with careers.
- All high school students create a planning portfolio which includes interest survey, application and resume, career exploration report, and comparison of postsecondary costs, locations, and programs.
- Guidance staff surveyed Chamber of Commerce and area businesses to identify employment needs and trends.
- Guidance staff surveyed two- and five-year graduates to determine the responsiveness of local programs.
- Guidance staff provided school staff with career information for curriculum revision purposes.
- Competency certificates were developed/revised for Food Management and Production, Multi-Occupations, Keyboarding, and Computer Applications.
- National Career Development Guidelines were purchased so specific competencies could be incorporated into the curriculum.
- CHOICES is the official endorsed career information delivery system in the State of Iowa.

POSTSECONDARY RESULTS FOR INDICATOR 3E

Major Areas of Impact of Guidance and Counseling Activities on Postsecondary Programs

- Types and Numbers of Students Enrolled
- Services Offered Students

Exemplary Career Guidance and Counseling Activities

- New students are provided an "Orientation to Your Program Seminar."
- Guidance staff provides retention efforts such as counseling and guidance, supplementary instruction, tutoring, and advocacy services.
- Designed and established an "Early Alert System" to identify students encountering academic and/or personal problems.
- Implemented a course called "Becoming A Master Student" to teach topics such as career development, self-awareness, test taking strategies, critical thinking, and time management.
- CHOICES is the official endorsed career information delivery system in the State of Iowa.

GOAL 4: To provide quality experience and instruction in all aspects of an industry so that program completers possess an understanding of all aspects of the industry that they are prepared to enter.

Indicator 4A: Number of times vocational instructor(s) participated in staff development activities related to all aspects of an industry.

SECONDARY RESULTS FOR INDICATOR 4A

Eighty-two (82) percent of the programs had vocational staff members attend from one to ten staff development activities related to all aspects of an industry. Six (6) percent of the programs had staff members attend more than ten staff development activities on all aspects of an industry. The staff members in 12 percent of the programs did not attend any staff development meetings on all aspects of an industry.

POSTSECONDARY RESULTS FOR INDICATOR 4A

Ninety (90) percent of the programs had vocational staff members attend from one to ten staff development activities related to all aspects of an industry. Eight (8) percent of the programs had staff members attend more than ten staff development activities on all aspects of an industry. The staff members in two percent of the programs did not attend any staff development meetings on all aspects of an industry.

Indicator 4B: Percentage of vocational instructors who participated in staff development related to all aspects of an industry.

SECONDARY RESULTS FOR INDICATOR 4B

Seventy-one (71) percent of the programs had more than 75 percent of the vocational instructors participate in staff development related to all aspects of an industry. Eighteen (18) percent of the programs had less than 26 percent of the vocational instructors participate in staff development on all aspects of an industry. Instructors in 13 percent of the programs did not participate in all aspects of an industry staff development.

POSTSECONDARY RESULTS FOR INDICATOR 4B

Seventy-five (75) percent of the programs had more than 75 percent of the vocational instructors participate in staff development related to all aspects of an industry. Twelve (12) percent of the programs had less than 26 percent of the vocational instructors participate in staff development on all aspects of industry. Instructors in eight percent of the programs did not participate in all aspects of an industry staff development.

Indicator 4C: Number of activities established with business, industry, and labor to provide students with opportunities to gain experience in all aspects of an industry.

SECONDARY RESULTS FOR INDICATOR 4C

Seventy-six (76) percent of the programs had from one to ten activities for students to gain experience in all aspects of an industry. Fifteen (15) percent of the programs had more than ten activities for students to gain experience in all aspects of an industry. Nine (9) percent of the programs did not offer business, industry, and labor experiences on all aspects of an industry.

POSTSECONDARY RESULTS FOR INDICATOR 4C

Sixty-five (65) percent of the programs had from one to ten activities for students to gain experience in all aspects of an industry. Twenty-five (25) percent of the programs had more than ten activities for students to gain experience in all aspects of an industry. Ten (10) percent of the programs did not offer business, industry, and labor experiences on all aspects of an industry.

Indicator 4D: Percentage of programs with an acceptable percentage of employers rating the vocational program completers satisfactory or better on producing quality work, observing job related rules and regulations, working effectively with others, demonstrating necessary skills, demonstrating knowledge of the industry, demonstrating potential for advancement, and displaying initiative (Employer Satisfaction Standard).

SECONDARY RESULTS FOR INDICATOR 4D

A total of 365 programs used indicator 4D. Fifty-six (56) percent of the programs attained the employer satisfaction standard. Forty (40) percent of the programs did not attain the employer satisfaction standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 4D

A total of 80 programs used indicator 4D. Seventy-nine (79) percent of the programs attained the employer satisfaction standard. Nineteen (19) percent of the programs did not attain the employer satisfaction standard but made substantial progress toward attaining the standard.

BEST COPY AVAILABLE

GOAL 5: To develop and improve linkages between secondary and postsecondary institutions.

Indicator 5A: Number of secondary students granted advance standing during the past two years in accordance with articulation agreements.

SECONDARY RESULTS FOR INDICATOR 5A

Over a two-year period, 47 percent of the programs had from one to ten students granted advanced standing according to articulation agreements. Six (6) percent of the programs had more than ten students granted advanced standing according to articulation agreements. No students in 47 percent of the programs received articulated advanced standing.

POSTSECONDARY RESULTS FOR INDICATOR 5A

Over a two-year period, 66 percent of the programs had from one to ten students granted advanced standing according to articulation agreements. Four (4) percent of the programs had more than ten students granted advanced standing according to articulation agreements. No students in 30 percent of the programs received articulated advanced standing.

Indicator 5B: Number of joint secondary-postsecondary staff development meetings on linkages (articulation) attained by vocational program instructor (s) during the past year.

SECONDARY RESULTS FOR INDICATOR 5B

During the past year, 78 percent of the programs had staff members attend staff development meetings on articulation agreements. Staff members in 22 percent of the programs did not attend meetings on articulation agreements.

POSTSECONDARY RESULTS FOR INDICATOR 5B

Results are based on responses to indicator 5B received from 48 of the 80 programs. During the past year, 85 percent of the responding programs had staff members attend staff development meetings on articulation agreements. Staff members in 10 percent of the responding programs did not attend meetings on articulation agreements.

GOAL 6: To increase the capacity of vocational education programs to place students in jobs or continuing education so that program completers are successfully placed into jobs or continuing education.

Indicator 6A: Percentage of units/courses in a program in which new career development activities (e.g., job shadowing , portfolio development) were implemented.

SECONDARY RESULTS FOR INDICATOR 6A

Thirty-one (31) percent of the programs had more than 75 percent of the units implement new career development activities. Thirty-seven (37) percent of the programs had less than 26 percent of the units implement new career development activities. Eleven (11) percent of the programs did not implement new career development activities.

POSTSECONDARY RESULTS FOR INDICATOR 6A

Twenty (21) percent of the programs had more than 75 percent of the courses implement new career development activities. Sixty-two (62) percent of the programs had less than 26 percent of the courses implement new career development activities. Eight (8) percent of the programs did not implement new career development activities.

Indicator 6B: Percentage of students in a program provided with job market information

SECONDARY RESULTS FOR INDICATOR 6B

Seventy-six (76) percent of the programs provided job market information to more than 75 percent of the enrolled students. Eight (8) percent of the programs provided job market information to less than 26 percent of the enrolled students. Two (2) percent of the programs did not provide job market information to any of the enrolled students.

POSTSECONDARY RESULTS FOR INDICATOR 6B

One hundred (100) percent of the programs provided job market information to more than 75 percent of the enrolled students.

Indicator 6C: Percentage of students in a program referred for job interviews.

SECONDARY RESULTS FOR INDICATOR 6C

Nine (9) percent of the programs referred more than 75 percent of the enrolled students for job interviews. Seventy-nine (79) percent of the programs referred less than 26 percent of the enrolled students for job interviews. Twenty (24) percent of the programs did not refer any students for job interviews.

POSTSECONDARY RESULTS FOR INDICATOR 6C

Eighty-one (81) percent of the programs referred more than 75 percent of the enrolled students for job interviews. Five (5) percent of the programs referred less than 26 percent of the enrolled students for job interviews. One percent of the programs did not refer any students for job interviews.

Indicator 6D: Percentage of students in a program provided with results from student or employer follow-up surveys.

SECONDARY RESULTS FOR INDICATOR 6D

Twenty-nine (29) percent of the programs provided more than 75 percent of the enrolled students with results from student or employer follow-up surveys. Sixty-two (62) percent of the programs provided less than 26 percent of the enrollees with results from follow-up surveys. Forty-four (44) percent of the programs did not provide follow-up survey information to students.

POSTSECONDARY RESULTS FOR INDICATOR 6D

Seventy-one (71) percent of the programs provided more than 75 percent of the enrolled students with results from student or employer follow-up surveys. Fifteen (15) percent of the programs provided less than 26 percent of the enrollees with results from follow-up surveys. Four (4) percent of the programs did not provide follow-up survey information to students.

Indicator 6E: Percentage of programs with acceptable percentages of vocational program completers placed within one year (Placement Standard).

SECONDARY RESULTS FOR INDICATOR 6E

A total of 315 programs used indicator 6E. Fifty (50) percent of the programs attained the placement standard. Forty-nine (49) percent of the programs did not attain the placement standard but made substantial progress toward attaining the placement standard.

POSTSECONDARY RESULTS FOR INDICATOR 6E

A total of 72 programs used indicator 6E. Eight-one (81) percent of the programs attained the placement standard. Eighteen (18) percent of the programs did not attain the placement standard but made substantial progress toward attaining the placement standard.

Indicator 6F: Percentage of programs with an acceptable percentage of students who rate their preparation as satisfactory or better on preparation for chosen occupational area, improvement of on the job performance, provision of opportunity for advancement, and educational foundation for further learning (Student Satisfaction – After Graduation Standard).

SECONDARY RESULTS FOR INDICATOR 6F

A total of 224 programs used indicator 6F. Fifty-five (55) percent of the programs attained the student satisfaction – after graduation standard. Forty-two (42) percent of the programs did not attain the student satisfaction – after graduation standard but made substantial progress toward attaining the standard.

POSTSECONDARY RESULTS FOR INDICATOR 6F

A total of 74 programs used indicator 6F. Eighty (80) percent of the programs attained the student satisfaction – after graduation standard. Twenty (20) percent of the programs did not attain the student satisfaction – after graduation standard but made substantial progress toward attaining the standard.

BEST COPY AVAILABLE

STATE LEADERSHIP ACTIVITIES

State leadership activities include all activities partially or fully financed with Perkins' funds except the routine project approval, monitoring, and evaluation processes.

PROGRAMS APPROVED BY STATE BOARD DURING FUNDING PERIOD

New community college vocational programs must be approved by the State Board of Education. Secondary vocational programs approved by the State Board of Education become eligible for specifically allocated state vocational funds.

New Community College Programs

- Three Agriculture Education Programs (Series 01.)
- One Conservation and Renewable Natural Resources Program (Series 03.)
- One Engineering-Related Technologies Program (Series 15.)
- One Mechanics and Repairers Program (Series 47.)
- Two Precision Production Trades Programs (Series 48.)
- Two Health Professions and Related Sciences Programs (Series 51.)
- Two Business Management and Administrative Services Programs (Series 52.)

New Jointly Administered (Community College and Secondary) Programs

- One Health Professions and Related Sciences Program (Series 51.)

Secondary Programs Approved by State Board of Education

- One Agriculture Education Program (Series 01.)
- Two Engineering Related Technologies Programs (Series 15.)
- One Health Professions and Related Sciences Program (Series 51.)
- One Business Management and Administrative Services Program (Series 52.)

PROFESSIONAL DEVELOPMENT PROJECTS

Seven professional development projects were undertaken during fiscal year 1997. Approximately 2,000 professionals participated in the projects.

- Iowa Vocational Association/Vocational Administrators' Conference – The theme was "Collaboration for Success."
- Tech Prep Conference – The theme was "Meeting the Needs of the 21st Century Workforce."
- Iowa Family and Consumer Sciences Educators' Conference – The main conference objectives were to provide information regarding legislation and public policy concerning families and identify teaching resources, technologies and approaches.

- Health Occupations Educators' Conference – The main focus was on meeting the challenge of change in health care in the 21st century.
- Nurse Aide Teacher Update Workshop – The major topics were using adaptive devices to assist the geriatric resident and update on nurse aide curriculum and testing.
- Secondary Health Occupations Educators' Conference – The issues discussed were teacher licensure, school to work/health care skill standards, and secondary program approval process.
- Professional Development Program for Agricultural Educators – The program intends to create an on-going proactive program of professional growth and development for agricultural educators. The professional growth and development includes programs addressing the following areas: (1) Professional Growth and Development, (2) Facilitating Learning, (3) Managing Programs, and (4) Technical Update.

CURRICULAR ACTIVITIES

Six curricular initiatives were funded during fiscal year 1997.

- The Multi-state Academic and Vocational Curriculum Consortium (MAVCC) – Iowa along with other states financed the development of mutually needed competency-based materials. Some materials were purchased by Iowa and showcased to vocational educators.
- International Consortium for Entrepreneurship Education – The consortium assists member states in upgrading the opportunity for entrepreneurship education and to encourage lifelong learning for economic and community development. Consortium materials were disseminated in Iowa.
- Marketing Education Curriculum Consortium (MarkEd) – The consortium develops competency instructional materials that can be used in marketing education and by other vocational educators. Software providing an instructor with the opportunity to generate competency profiles, training plans, and competency attainment records was implemented in Iowa.
- Curriculum Development/Revisions by Contracted Health Occupations Education Staff at the University of Iowa – The curriculum efforts were: (1) revised a nurse aide curriculum; (2) produced an emergency medical student handbook; (3) organized two health education courses (Limited Practice Radiography and LPN Supervisory); (4) developed and revised health care skills competency exams; and (5) assist the Iowa Board of Nursing in program accreditation.
- Curriculum Technical Assistance by Contracted Health Occupations Education Staff at the University of Iowa – Typical curriculum technical assistance efforts included consultation with secondary schools regarding new health occupations education programs, regular meeting with postsecondary institutions and government agencies to discuss health occupations education issues and assistance in developing appropriate assessment instruments.
- Assessing Employability Skills – Instruments for assessing employability skills were identified, analyzed, and described in a resource document for vocational educators (ED 406 523).

PLANNING AND MANAGEMENT PROJECTS

Two planning and management projects were financed during fiscal year 1997. These projects will continue into fiscal year 1998.

- Community College Management Information System (MIS) – The purpose of MIS is to provide the capability to generate regular and special reports on an as-needed basis. The MIS may be used for providing across institutions accurate information related to students, providing information for marketing, and providing information for community college improvement.
- Iowa Vocational Program Inventory – Community college and secondary school vocational educators were surveyed on their perceptions of the degree of importance and degree of implementation of selected vocational education standards and the degree of knowledge/expertise a respondent has to implement each standard. The standards had origins in the Code of Iowa, Perkins Acts, and the School-To-Work Opportunities Act.

VOCATIONAL STUDENT ORGANIZATIONS

Vocational student organizations (VSOs) provided a unique program of career and leadership development, motivation, and recognition for secondary and postsecondary students and adults. Each vocational student organization (Table 7) except the Health Occupations Students of America (HOSA) has at least one State of Iowa Vocational Education staff member involved in the management of the organization. The Health Occupations Education staff at the University of Iowa manages HOSA. The State Multi-occupations (MOC) Student Organization is not listed with the nationally affiliated vocational student organizations (Table 7), but a State of Iowa Vocational Education staff member annually manages fall and spring conferences. Training was provided for state officers of the Iowa vocational student organizations.

TABLE 7
NUMBER OF CHAPTERS AND NUMBER OF MEMBERS IN VOCATIONAL STUDENT ORGANIZATIONS IN FISCAL YEAR 1997

Vocational Student Organizations	Number of Chapters	Number of Members
Business Professionals of America	52	967
DECA	40	1,265
Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)	105	2481
Health Occupations Students of America (HOSA)	37	965
Iowa FFA Association (FFA)	229	11,271
Iowa Young Farmers Education Association (IAYFEA)	13	164
Postsecondary Agricultural Students (PAS)	5	167
Technology Student Association (TSA)	16	369
Vocational Industrial Clubs of America (VICA)	50	538
TOTALS	**547**	**18,187**

Significant Organizational Events and Awards

Business Professionals of America

- State Leadership Conference (573, unlimited attendance)
- Sponsored over 40 competitive events at Leadership Conference
- Secondary students received 28 places in 21 of 38 competitive events at national leadership conference
- Postsecondary students received 70 places in 33 of 39 competitive events at national leadership conference
- Three national officers (Secondary – Western Region Vice President and Secretary; Postsecondary – Two-Year Vice President)

DECA

- State Career Development Conference (522, unlimited attendance)
- Sponsored State Career Development Conference with 27 competitive events
- Iowa DECA President elected Central Region Vice President for national DECA
- First place postsecondary National Award in Management Decision Making-Merchandising
- Election of the 1997-98 postsecondary National Delta Epsilon Chi President

FHA/HERO

- State Leadership Conference (550, limited attendance)
- Sponsored five areas of competitive events in Students Taking Action for Recognition (STAR) Events
- Twelve Gold STAR and three Silver STAR winners at national level
- National recognition for Power of One and Community Service Awards

HOSA

- Fall and Spring Leadership Conferences
- Sponsored 47 competitive events at Spring Leadership Conference
- National first place winner in National Health Care Issues Exam
- One national Outstanding HOSA Chapter Award

FFA

- 69th Iowa FFA leadership Conference (2,896, no limit attendance)
- Sponsored Leadership Career Development and Ag Knowledge and Skills Career Development state competition events
- Four National Proficiency Award winners
- One National Agri-Entrepreneurship Award winner
- Three National Chapter Awards
- Forty-eight Iowa FFA members received American FFA Degree
- Three agricultural educators received Honorary American FFA Degree
- Four FFA chapter teams received National FFA Career Development Gold ratings

Iowa Young Farmers Educational Association (IAYFEA)

- Spring Leadership Conference
- One chapter recognized nationally for community service

Postsecondary Agriculture Students (PAS)

- Fall and Spring State Conferences (105, no limit attendance)
- Hosted mid-west regional conference with business/industry workshops and leadership seminars
- Held agriculture mechanics contest for members and invited nonmembers

Technology Student Association (TSA)

- Fall and Spring Leadership Planning Sessions and Fall Leadership Conference
- Sponsored state competitive events
- Three chapters received National Excellence Awards

Vocational Industrial Clubs of America (VICA)

- Delegate Assembly (85, no limit attendance)
- Legislative Symposium
- Sponsored Iowa Skills U.S.A. with skill and leadership contests
- First place postsecondary and second place secondary national awards in marine and small engines contest.

Exemplary Activities to Improve the Quality of Life and Educational Opportunities

- Local chapters promoted and facilitated the Special Olympics. (Business Professionals of America)
- "DECA the Halls for Operation Santa Claus" project provided toys, food, and cash for needy families. (DECA)
- The Heart Connection project raised funds for children living with cancer. (DECA)
- One chapter provided a wellness campaign for citizens in three communities. (FHA/HERO)
- Chapters participated in projects with Make a Wish Foundation. (HOSA)
- Chapters conducted environmental activities such as urban and rural conservation programs and recycling programs. (FFA)
- Chapters conducted citizenship activities to promote an active involvement in schools, communities, and country. (FFA)
- Partners in Active Learning Support (PALS) mentoring programs paired FFA members with at-risk elementary students. (FFA)
- Chapters conducted local toy making for needy children. (TSA)

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

Programs funded with the seven (7) percent single parents and displaced homemakers allocation of Perkins' funds were classified as Adult Single Parent/Displaced Homemaker programs and Adolescence Parenting programs. A total of 17 Adult Single Parent/Displaced Homemaker programs and eight Adolescence Parenting programs were funded.

ADULT SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

When an individual in a program received services in developing a career and education plan, the individual became a client. Individuals were permitted to participate in workshops without becoming clients. A total of 2,992 clients (2,642 females and 350 males) were served. Thirteen (13) percent of the clients self-identified by race were minorities. At least 75 percent of the clients served by the programs were economically disadvantaged.

Program activities were classified into eight different major outcomes the programs intended to achieve. Unique features of the programs were:

- All programs had an advisory council that met once a year.
- All programs worked with JTPA, Promise Jobs, Vocational Rehabilitation, Workforce Development, Department of Human Services Head Start, WIC, ABE/GED, HUD, Mental Health, Alcoholism and Drug Treatment Unit, and other local agencies for support services to clients (e.g., A segment of Job Club on Non-traditional Occupations available and how to train for those types of job classes were held at the Workforce Development Center).
- All programs at the community colleges were called Iowa New Choices.

Outreach Activities

Major Achievements

- Thirteen thousand eight hundred seventy-nine (13,879) participants in workshops
- Workshops on topics such as self-esteem, job-readiness, educational readiness, nontraditional career awareness, consumer survival skills, time and stress management

Exemplary Activities

- A change in Southeastern Community College's student admission form created a new and beneficial internal recruitment approach for Iowa New Choices at the college. An individual who marked on the form an interest in receiving information about Iowa New Choices received a letter and/or phone call.

- Iowa New Choices for American Indian informed the younger American Indians, the middle school and senior high students, and the displaced homemakers, single parents and single pregnant women about the possible effect of alcohol. The effects of alcohol on the fetus were central to the awareness techniques.

Intake and Orientation Activities

Major Achievements

- Needs assessment and intake information on 2,094 clients
- Individual education and career plan for 2,094 clients
- Career awareness and counseling including nontraditional career options for all clients

Exemplary Activities

- Northwest Iowa Community College New Choices single parents and displaced homemakers were given the opportunity to observe classes and speak to students and instructors.
- A "College Planning for Adults" evening program offered potential students time to ask financial aid and course development questions.

Vocational Education Program Activities

Major Achievement

- 834 clients enrolled in vocational programs

Exemplary Activities

- YWCA had internships at businesses so participants could experience an office environment.
- Indian Hills Community College takes participants to businesses/industry for site visits of women in higher wage traditional and nontraditional occupations.

Job Readiness Skills Activities

Major Achievement

- Time management, communication, decision making, life management, self-esteem building, resume preparation, interview taking, etc. workshops in all programs.

Exemplary Activity

- Eastern Iowa Community College had "New Leaf" classes and workshops (e.g., "How to Survive Change" and "Dealing With Difficult People") designed for women who desire to enhance their self-image and those who have lost their primary financial support through any cause.

Basic Skills and/or Academic Remediation Activities

Major Achievements

- 1244 clients enrolled
- Support services and half-time enrollment available

GED Course Work Activities

Major Achievement

- 302 clients completed GED

Support Services Activities

Major Achievements

- 170 clients receive child care
- 141 clients receive transportation
- 161 clients receive tuition and fees
- 406 clients receive books and uniforms

Exemplary Activities

- Kirkwood Project START provided 31 students with support services and referred students to legal services, employment services, health services, local food banks, and other human service agencies.
- Through the efforts of Iowa Western Iowa New Choices staff, the Iowa West Foundation established a Scholarship fund titled STARS (Scholarships and Training for Adult Reentry Students) for displaced homemakers and single parents returning to IWCC.

Job Development and Placement with Emphasis on Nontraditional and High Wage Occupations Activities

Major Achievements

- 302 clients graduated
- 500 clients became employed

Exemplary Activities

- North Iowa Area Community College provided 50 participants with support for job seeking and job readiness skills such as self-esteem building and job seeking skills.
- Iowa Lakes' Instructional Television Fixed System was used to broadcast job-readiness classes/workshops to the five-county area for increased efficiency in meeting the needs of the target population. An Outreach Counselor was on hand to make the participants feel more comfortable and to lead small group discussion after system-wide presentations.

ADOLESCENCE PARENTING PROGRAMS

Adolescence parenting programs were designed to retain individuals in school and to provide vocational and career guidance to them. A total of 299 (278 females and 21 males) were served as clients. Thirty-eight (38) percent of the female clients were minorities. Thirty-eight (38) percent of the male clients were minorities. Sixty-two (62) percent of the females were classified as high school females. Fifty-seven (57) percent of the males were in the 18-20 age range. An additional 484 females and 16 males were referred to other agencies.

The following features were common to every program.

- All programs had intake forms and records of service.
- All programs had assessment and testing of participants.

Common Services Offered

- Personal counseling
- Career counseling
- Parenting skills
- Life skills development
- Pre-employment training

Client Outcomes as a Result of Program Services

- Majority of students remained in high school
- 36 clients graduated
- 12 seniors working full-time
- 12 seniors working part-time
- 9 seniors full-time homemakers
- 11 enrolled in college

Examples of Exemplary Programs

- The Mississippi Bend AEA used Mariposa for the Single Parent Preparatoria course materials for Hispanic females, the CHOICES computer program and academic and career plan development. JTPA provided materials for students to further explore career readiness and skill development. All participants increased their rate of school attendance and school performance.
- The Pregnant and Parenting Teen Employment Opportunity Program at Iowa City assisted participants in determining their strengths and weaknesses, learning more about their interests and abilities, and having a first on-the-job employment experience. One result was a job reference to use for future employment.
- A Teen Parenting Program serving four counties was offered in a neutral setting at the Algent Family Health Center in Corning. Participants were provided an opportunity to define their individual goals in a supportive, understanding environment. Participants were assisted in feeling good about staying in school or staying on the job.

- Metro High in Cedar Rapids offers a two-phase approach to learning parenting skills. Phase I participants train in the Metro High Parent-Child center on arriving promptly and check the job assignment chart, developing personal relationships by practicing communication skills, and maintaining consistent attendance and acceptable job performance. Phase II participants go to GRADS parenting. Participants completing Phase II become eligible for employment in the Metro Parent Child Center.

SEX EQUITY

Sex equity grants were classified for management purposes as large comprehensive grants and mini-grants. Mini-grants were subdivided into sex equity mini-grants and cultural specific career education mini-grants. Twelve large comprehensive grants and eleven mini-grants were funded.

LARGE COMPREHENSIVE SEX EQUITY GRANTS

Twelve (12) large ($15,000 or greater) sex equity grants were implemented by one local school district, two universities, and nine community colleges. The focus of the grants was on elimination of sex bias in vocational education and on recruitment and retention of students in nontraditional vocational programs.

Major Activities

- Staff development on equity for teachers and counselors at both secondary and postsecondary levels
- Career conferences with middle and high school females students as a special target
- Prevocational training programs to introduce women to nontraditional occupations, the tools used, and the skills necessary to succeed in them
- Support services to assist with childcare and transportation where needed
- Equity curriculum development

Major Achievements

- Staff development activities were provided to more than 1,500 teachers, administrators, guidance counselors and parents.
- Six hundred ninety-two (692) male students and 3462 female students participated in career conferences focusing on nontraditional occupations.
- One thousand four hundred eighty-five (1,485) female students and 976 male students participated in equity workshops in schools.
- Prevocational training was provided to more than 100 women on four campuses prior to enrolling in nontraditional programs.
- Initial research and video development for a video on serving all students in school-to-work systems was completed.

Exemplary Activities

- Iowa Valley Community College sponsored a curriculum competition. Sixteen teachers submitted week long lesson plans related to equity and were provided support for additional curriculum development.
- Iowa Valley Community College honored 238 girls in grades 4-8 for their achievement in math and science and presented them publicly with awards.

- The University of Iowa Prevocational Training Program utilized the plant service facilities and staff to provide hands-on experiences for program participants.
- Iowa Lakes Community College provided exposure to nontraditional occupations to 80 young women through its summer College for Kids program.
- Nontraditional student role models from Iowa State University made presentations to 2,105 students in Iowa schools.

SEX EQUITY MINI-GRANTS

The purpose of the sex equity mini-grant was to conduct equity activities that will impact students or faculty. Five sex equity mini-grant projects (maximum of $2,000) operated in FY 1997.

Major Activities

- Career conferences for secondary students that focus on nontraditional occupations
- Staff development for teachers and counselors on the importance of equity and how to increase nontraditional enrollment of females
- Career hands-on experience for students

Major Achievements

- Two hundred thirty-one (231) male students and 241 female students participated in local secondary career conferences.
- Ninety (90) guidance counselors participated in training on recruiting female students into nontraditional occupational training.
- Community college staff at two colleges participated in staff development activities regarding gender equity.
- Developed recruitment materials on nontraditional occupations.

Exemplary Activity

- A partnership between Northwest Iowa Community College and Remsen-Union School District provided hands-on experiences to female students by bringing up-to-date high-tech equipment to the career day.

CULTURAL SPECIFIC CAREER EDUCATION MINI-GRANTS

Four agencies received a total of six mini-grants (maximum of $4000) for career development for culturally specific groups. The goals of the programs were to increase awareness of career options, including nontraditional careers, while improving self-esteem and developing pride in the cultural heritage of the students. A total of 66 Hispanic females, 45 African-American females, and 25 African-American males were served.

Major Activities

- Most groups met after school hours.
- All groups used culturally specific career guidance materials developed by the State of California: Mariposa (Hispanic females), Images (African-American females), and Visions (African-American males).

Major Achievements

- Programs were provided in five school districts.
- African-American participants in Fort Dodge also made visits to college campuses.
- Retention in school of participating students was excellent.

Exemplary Activity

- Mississippi Bend AEA facilitated two Mariposa programs in Eastern Iowa with one program targeting teen parents and the second program targeting other Hispanic girls. All 33 students developed a career development plan and all but one student continued in school. Supplemental materials used in the program included the CHOICES program. Supplemental support was received from JTPA.

STATEWIDE PROJECTS FUNDED WITH EQUITY RESERVES

UNIVERSITY OF IOWA TECHNICAL ASSISTANCE PROJECT

With funding from the Single Parent/Displaced Homemaker reserves, the University of Iowa provided technical assistance to community colleges and Workforce Development Center planners and partners on strategies to increase enrollments and the success of single parents and displaced homemakers in high-wage nontraditional occupational training programs.

Major Activities

- Utilized the Iowa Communication Network (fiber-optic network) to provide staff development training opportunities to staff from all fifteen community colleges regarding recruitment and retention.
- Conducted a survey of women in nontraditional occupations to better define what works in serving women in such programs.
- Provided training to community college, workforce development and human services personnel regarding how to talk about and promote nontraditional vocational opportunities to single parents, displaced homemakers, and individuals on welfare.

Major Achievements

- Provided information to technical instructors, counselors, and administrators in seven colleges.
- Assisted with strategic planning with community colleges regarding recruitment and retention.
- Trained for 150 individuals on promoting nontraditional occupations.
- Verified through survey results that counselors, teachers and workforce development staff are most likely to be the critical influence resulting in a woman choosing a nontraditional career.

GENDER EQUITY RESOURCE CENTER

The Gender Equity Resource Center, located at Indian Hills Community College, is a statewide project serving schools and community colleges.

Major Activities

- Housed a collection of materials and videos available on loan to educators and workforce development personnel.
- Assisted sex equity and single parent/displaced homemaker program coordinators in professional development activities.
- Coordinated the state equity conference in collaboration with the Iowa Department of Education.

Major Achievements

- Added 50 new videos and curriculum to the Resource Center and distributed the catalog to more than 1,000 individuals and schools.
- Responded to more than 400 requests for assistance from schools, businesses and individuals.
- One hundred fifty (150) individuals attended the Teaming UP: Opening New Doors to Equity Conference in February.
- Coordinated three two-day staff development opportunities for program coordinators.
- Coordinated training on Mariposa and Career Choices Curriculum.
- Facilitated monthly telenet meetings for Iowa New Choices coordinators.

CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

Two community colleges received funds from the one percent (1%) Perkins' allocation for corrections. Students and inmates in three correctional institutions participated in the Perkins' programs.

MAJOR ACCOMPLISHMENTS IN THE PROGRAMS

- Five hundred (500) students (101 females, 399 males) received guidance and counseling services pertaining to assistance in transition.
- One hundred sixty-six (166) inmates were served in a work readiness program at the North Central Correctional Facility.

DESCRIPTIONS OF PROGRAMS

- Iowa Valley Community College provided students in Iowa Juvenile Home and Iowa Training School with pre-employment services and assistance in transition into employment, return to school, or community college enrollment. The transition activities utilized a lab that resembles an actual Hy-Vee food store. After experiences in operating cash registers and scanners, students experienced a short-term work site activity in a Hy-Vee store. Successful students received a certificate from Hy-Vee to aid them in obtaining employment with Hy-Vee.

- The Central Community College work readiness program provided inmates of North Central Correctional Facility with experiences that enabled them to access their personal values and interests, examine career options, and develop job seeking skills. The students benefited as a result of the career interest and analysis activities by becoming knowledgeable as to what they will need to do to qualify for their chosen vocation. The students became aware of the services available to aid them along the way.

FAMILY AND CONSUMER SCIENCES

Only carryover funds were available for family and consumer sciences programs. All the funds were allocated to one project.

PROJECT DESCRIPTION

In May 1995, The National Association of State Administrators for Family and Consumer Sciences Education voted to revise the national standards for family and consumer sciences education. The Vocational Education Consortium of States (V-TECS) was chosen to work with the states to facilitate the development of the standards. The project involves the following five phases.

Phase I: The Research, Data Collection, and Analysis phase was focused on gathering and synthesizing state standards, applicable national standards, and related business and industry association standards.

Phase II: The Input Using Focus Groups phase involved business, industry, education, and community leaders providing input into the FACS clusters.

Phase III: The Development phase produced a set of draft standards and competencies.

Phase IV: The Verification and Validation of the Standards and Competencies using Focus Groups and a Survey phase involves states reviewing the materials and providing format input into the standards.

Phase V: The Dissemination phase will be an assembly of states to review the standards and related materials.

Iowa participates in the family and consumer sciences project to produce standards by financially supporting the project and reviewing and analyzing the standards and materials.

SCHEDULED FY 98 EVENTS

- July, 1997 – V-TECS and FACS Management Team involve experts in developing the standards and competencies for the core and clusters.
- August-October, 1997 – Several focus groups provide direct input into the standards, competencies, and other elements.
- December, 1997 – V-TECS will deliver the first total and substantive draft of the standards and process elements.
- April, 1998 – V-TECS completes final version of standards and supporting elements and develops a training manual.
- May, 1998 – V-TECS and FACS Management Team delivers the final standards.

TECH PREP

Tech Prep staffing at the state level includes a coordinator and a director. The director devotes 25 percent of his time for the administrative duties and grant management. The state coordinator facilitates the regional activities and provides technical assistance and project development activities. Production of a Career Pathways Manual by the coordinator was a major accomplishment.

Each state regional level consortia has a Tech Prep coordinator. In over one-half of the regions, the Tech Prep coordinator also serves as a school-to-work coordinator. The 15 regional coordinators perform the following responsibilities.

- Facilitate the implementation of the Iowa Tech Prep Model Framework.
- Follow the intent of the Carl D. Perkins Applied Technology Act.
- Facilitate leadership and develop cooperative input from members of the consortium, parents, business/industry, labor, students and the community at large.
- Provide technical assistance to assist faculty and guidance counselors in career development and school-to-work transition efforts.
- Collect data vital to grant implementation success.
- Provide appropriate inservice opportunities for consortium staff.
- Assist with budget preparation and monitor budget expenditures.
- Assist in developing the annual regional plan.
- Prepare accountability reports.
- Carryout a marketing plan.
- Report program goals, accomplishments, and concerns to consortium members.
- Assist in developing articulation agreements, 2+2 programs, and STW linkages within existing vocational programs and new program development.
- Provide management and leadership for total objectives of the local consortium's Tech Prep initiative.

Activities to accomplish the responsibilities can be characterized by actions such as developed, planned, implemented, promoted, and assisted. Categories of activities described below were identified as meeting funding requirements. Each category contains actually performed activities.

DEVELOPED PARTNERSHIPS AT REGIONAL AND LOCAL LEVELS

- Helped identify regional and local expertise.
- Identified with local partners the necessary regional partners and assisted with linkage for participation in local partnerships.
- Assisted in development of local partnerships.
- Assured that clear strategies are developed for maintaining strong relationships between workforce development centers, AEAs, and community colleges at local and regional levels.

Planned and Implemented a Sequence of Appropriately Articulated Learning Experiences

- Assisted with integration of academic and vocational education.
- Addressed needs of "all" students.
- Identified workplace readiness skills.
- Developed a continuum of work-based learning.
- Helped local partnerships in developing learning experiences and selecting career pathway is based upon student learning needs.
- Assured learning experiences and career pathways were based on labor information (LMI), school size, and other strengths and initiatives occurring within the region and community.
- Assisted in identifying regional labor markets that could be used to determine what is provided at the local level.
- Assisted the development of programmatic linkages between secondary and postsecondary institutions.
- Assisted with meeting state vocational education standards.

Planned Integrated, Applied, Contextual Curriculum and Instruction Based on Content/Skill Standards

- Developed a networking structure to support the teams of instructors at the local level with developing and implementing integrated curricula and instructional strategies.
- Worked with local partners to promote an awareness and acceptance of pre-kindergarten through life transitions, especially as it relates to understanding pathways and necessary skills.

Promoted Career Guidance and Career Planning

- Provided career development activities for all students.
- Developed a base for an evolving career and education plan at the end of seventh grade for all students.
- Established flexible career pathways so that all students can gain contextual learning and workplace readiness skills while in high school.
- Provided an array of opportunities for work-based learning for all students at elementary, middle school and high school levels.
- Made career awareness, exploration and guidance a part of all elements of the school program and at all levels.
- Provided a linkage with realistic labor market information based on current and projected needs.

Assisted Local Partners in Identifying and Using Continuous Quality Improvement Tools

- Assisted partners in utilizing multiple assessments, performance/authentic assessment, skill attainment measures, self-examination instruments, follow-up surveys, longitudinal studies, attitude surveys, knowledge attainment measures, and program assessment plans.

Assisted Local Partners in Achieving System Change Through Action Planning

- Provided curriculum development.
- Assisted with technology development.
- Provided training in career development.
- Assisted with economic development.
- Assisted with staff development for all partners.

Promoted Management, Data Collection, Recording and Reporting

- Assisted in the design of a reasonable and practical model for management and housing of certification records.
- Notified public of the activities to support initiatives in the region and at the local level.
- Assisted locals in establishing data collection systems that measure progress toward the achievement of local school improvement goals.

Assisted Local Partnerships to Move Toward Implementation of School Improvement

- Assisted locals in integrating school and community resources to support student learning.
- Developed and implemented strategies to address needs based on locally identified technical assistance needs.

Exemplary Tech Prep Effort

- North Iowa Area Community College and seven partnering school districts implemented a shared automotive "hub" program. Students enrolled in the program can complete the first year of the NIACC Automotive Technology program while still in high school.

VOCATIONAL EDUCATION LINKAGES WITH SCHOOL-TO-WORK

State of Iowa Vocational Education staff members and school-to-work (STW) staff members collaborate as partners in many STW activities. Participating vocational education staff members are financed with Perkins' funds. The collaborations can be classified as state administration, regional partnerships, task force, and technical assistance activities. Participation in each category of collaboration is described below.

STATE ADMINISTRATION

- The Bureau Chief of Technical and Vocational Education serves on the administrative team for STW.
- The State School-To-Work co-director is partially funded by Carl D. Perkins' funds.

REGIONAL PARTNERSHIPS

- Partnerships are being forged at the regional level to merge the memberships of the Vocational Planning Boards, Tech Prep Consortia, and the STW regional partnerships.
- Twelve Tech Prep area coordinators funded by Perkins also serve as school-to-work coordinators.
- Unified planning and joint professional development has occurred between partners.

TASK FORCE ACTIVITIES

- A State guidance consultant serves on the Career Development Tack Force.
- Several vocational education staff members participate in activities by the Career Pathways/Necessary Skills Task Force. An anticipated result is standards for six career pathways.

TECHNICAL ASSISTANCE

- A State guidance consultant conducts career information workshops for STW.
- State vocational education staff members read STW grants.
- State vocational education staff members participate in STW site visits and monitoring of fiscal responsibilities.
- State vocational education staff members provide technical advice to STW staff members in the development of standards and benchmarks.
- State vocational education staff members participate in the STW identification of specific occupational competencies.
- The STW Institute involved State vocational educators in the planning and development phases.

Iowa Secondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997 OMB No. 1830-0503
Exp. 01-31-97

Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542 Page 1

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM AREA	TOT ENROLL-MENT	TOTAL		REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH/ SPW	SEX EQ (Non-Trad)	ADULT	COMP-LETER
		Male	Female									
Agriculture	14,839	11,304	3,535		2,799	66	626		293	1,768		2,714
Marketing	4,234	2,061	2,173		1,243	19	241		57			907
Technical												
Cons/Hmkin g Ed	31,000	10,968	20,032		8,024	190	1,997		528	4,649		4,261
Occ Home Ec	777	67	710		183	16	59		35	58		94
Trade & Industry	52,708	25,492	27,216		12,656	302	3,074		932	6,900		1,849
Health	1,398	322	1,076		271	1	75		13	88		406
Business	25,253	11,562	13,691		5,348	160	1,001		337	703		2,801
MOC	1,150	601	549		263	3	65		28	3		755
Tech Prep												
GRAND TOTAL	**131,359**	**62,377**	**68,982**		**30,787**	**757**	**7,138**		**2,223**	**14,169**		**13,787**

Iowa Secondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997 | OMB No. 1830-0503 | Exp. 01-31-97

Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542 | Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY: TOT ENROLL-MENT	TOTAL: Male	TOTAL: Female	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES): LINKAGE: Tech Prep	Co-op	Appr	MOC	PLACEMENT: Cont. Ed.	EMPLOYED: R'Ltd	EMPLOYED: Other	MIL	Other	CURRENT TEACHERS
Agriculture					0								241
Marketing					4,091								78
Technical					0								
Cons/H'mkin g Ed					0								322
Occ Home Ec					165								44
Trade & Industry					153								308
Health					0								72
Business					12,854								286
MOC							1,262						54
Tech Prep													
GRAND TOTAL					**17,263**		**1,262**						**1,405**

Iowa Adult Supplemental Secondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997

OMB No. 1830-0503
Exp. 01-31-97

Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542

Page 1

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM	TOT ENROLL-	TOTAL Male	TOTAL Female	REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH/ SPW	SEX EQ (Non-	ADULT	COMP-LETER
Adult Farmer	1,187	1,050	137		38		3			53	1,187	160
Young Farmer	167	134	33		2					8	167	64
Marketing												
Technical												
Cons/H'mkin g Ed	28	0	28		9				7		28	0
Occ Home Ec												
Trade & Industry												
Health												
Business												
MOC												
Tech Prep												
GRAND TOTAL	**1,382**	**1,184**	**198**		**49**		**3**		**7**	**61**	**1,382**	**224**

Iowa Postsecondary Enrollment

Period Report Covers:	July 1, 1996 - June 30, 1997		OMB No. 1830-0503 Exp. 01-31-97
Name:	Dr. Jerda Garey, Bureau Chief	Phone No.: (515) 281-3542	Page 1

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM AREA	TOT ENROLL-MENT	TOTAL		REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH/ SPW	SEX EQ (Non-Trad)	ADULT	COMP-LETER
		Male	Female									
Agriculture	1,792	1,311	481		954	30	72		7	181		420
Marketing	921	385	536		498	9	46		2	13		149
Technical												
Cons/H'mkin g Ed												
Occ Home Ec	1,664	289	1,375		873	9	106		11	42		386
Trade & Industry	7,956	6,887	1,069		4,201	45	396		18	520		2,679
Health	11,009	1,616	9,393		4,664	26	420		98	357		5,498
Business	7,778	2,012	5,766		4,235	83	348	2	40	240		1,234
MOC	424	258	166		36		128					59
Tech Prep												
GRAND TOTAL	**31,544**	**12,758**	**18,786**		**15,461**	**202**	**1,516**	**2**	**176**	**1,353**		**10,425**

Iowa Postsecondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997 | OMB No. 1830-0503 | Exp. 01-31-97

Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542 | Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY TOT ENROLL-MENT	TOTAL Male	TOTAL Female	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES) LINKAGE Tech Prep	Co-op	Appr	MOC	PLACEMENT Cont. Ed.	EMPLOYED R'Ltd	EMPLOYED Other	MIL	Other	*CURRENT TEACHERS
Agriculture					1,753								70
Marketing					690								27
Technical													
Cons/H'mkin g Ed													
Occ Home Ec					1,371								26
Trade & Industry					912								344
Health					8,763								12
Business					2,162								106
MOC							130						INA
Tech Prep													
GRAND TOTAL					**15,651**		**130**						585

*Certified

Iowa Adult Supplemental Postsecondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997 OMB No. 1830-0503
Exp. 01-31-97

Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542 Page 1

	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
OCC PROGRAM AREA	TOT ENROLL-MENT	TOTAL		REG VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SP/DH/ SPW	SEX EQ (Non-Trad)	ADULT	COMP-LETER
		Male	Female									
Agriculture	INA										INA	
Marketing	INA										INA	
Technical	INA										INA	
Cons/H'mkin g Ed	INA										INA	
Occ Home Ec	INA										INA	
Trade & Industry	INA										INA	
Health	INA										INA	
Business	INA										INA	
MOC	INA										INA	
Tech Prep	INA										INA	
GRAND TOTAL	**496,681**	**204,674**	**292,007**								**496,681**	

Iowa Adult Supplemental Postsecondary Enrollment

Period Report Covers: July 1, 1996 - June 30, 1997 OMB No. 1830-0503
Exp. 01-31-97
Name: Dr. Jerda Garey, Bureau Chief Phone No.: (515) 281-3542 Page 2

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)									
	TOT ENROLL-MENT	TOTAL		LINKAGE				PLACEMENT					CURRENT TEACHERS
		Male	Female	Tech Prep	Co-op	Appr	MOC	Cont. Ed.	EMPLOYED R'Ltd	EMPLOYED Other	MIL	Other	
Agriculture													
Marketing													
Technical													
Cons/H'mking Ed													
Occ Home Ec													
Trade & Industry	3,246	2,856	390			3,246							
Health													
Business													
MOC													
Tech Prep													
GRAND TOTAL	**3,246**	**2,856**	**390**			3,246							